# Vendor Accessibility Report Form

1. **Product name:**
2. **Vendor contact:**
3. **Department requesting the product:**
4. **Overview of the product (1 to 3 sentences):**
5. **Name of the Tufts University staff and/or student who tested the product:**
6. **Summary of Tufts University Testing (based on vendor report, Tufts testing and other materials as available):**

**Recommendation (Indicate one):**

* + - 1. Product it is accessible
      2. Product is inaccessible, purchase if vendor agrees to fix reported issues
      3. Product is inaccessible, do not purchase as the vendor will not fix reported issues

**Vendor Accessibility Report Checklists**

Use these forms to evaluate the accessibility of a product. Choose between the Web-based or Non Web-based forms depending on the nature of the product.

1. **VPAT Evaluation:**

**FORM FOR WEB-BASED ICT PRODUCTS**

Tufts asks that Vendors provide a (VPAT). TTS will evaluate the VPAT using the form below:

1. Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Vendor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Person filling out this report: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Product name and version: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please answer the following questions based on your experience with the product.*

|  |  |  |
| --- | --- | --- |
| **Section 1: Perceivable** (Make content and controls perceivable by all users.) | | |
| **Content** | **Yes** | **No** |
| Does the website have text alternatives for any non-text content? |  |  |
| Does the website provide alternatives for time-based media? Including pre-recorded and live video and audio content. |  |  |
| Does the website provide captions for live audio content? |  |  |
| Does the website provide audio descriptions for all prerecorded content? |  |  |
| Can information, structure, and relationships conveyed through presentation be programmatically determined or are available in text. |  |  |
| When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. |  |  |
| Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. |  |  |
| Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. |  |  |
| If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. |  |  |
| The visual presentation of text and images of text has a contrast ratio of at least 4.5:1. |  |  |
| Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. |  |  |
| If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text |  |  |
| **Section 2: Operable** (Make content and controls operable by all users.) | | |
| **Content** | **Yes** | **No** |
| Can all menus, links, buttons, and other controls be operated by **keyboard**, to make them accessible to users who are unable to use a mouse? |  |  |
| Does the web page include a **visible focus indicator** so all users, especially those using a keyboard, can easily track their current position? |  |  |
| Do features that **scroll or update automatically** (e.g., slideshows, carousels) have prominent accessible controls that enable users to pause or advance these features on their own? |  |  |
| Do pages that have **time limits**include mechanisms for adjusting those limits for users who need more time? |  |  |
| Have you avoided using content that **flashes or flickers**? |  |  |
| Does the web page or document have a **title that describes its topic or purpose**? |  |  |
| Are mechanisms in place that allow users to **bypass blocks of content** (e.g., a “skip to main content” link on a web page or bookmarks in a PDF)? |  |  |
| Does the website include **two or more ways of finding content**, such as a navigation menu, search feature, or site map? |  |  |
| Is **link text** meaningful, independent of context? |  |  |
| Headings and labels describe topic or purpose. |  |  |
| Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. |  |  |
| **Section 3: Understandable** (Make content and user interfaces understandable to all users.) | | |
| **Content** | **Yes** | **No** |
| The default human language of each Web page can be programmatically determined. |  |  |
| The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. |  |  |
| When any component receives focus, it does not initiate a change of context. |  |  |
| Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. |  |  |
| Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. |  |  |
| Components that have the same functionality within a set of Web pages are identified consistently. |  |  |
| If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. |  |  |
| Labels or instructions are provided when content requires user input. |  |  |
| If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. |  |  |
| For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, they must be able to be reversible, checked and/or confirmed by the user. |  |  |
| **Section 4: Robust** (Make content robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.) | | |
| **Content** | **Yes** | **No** |
| In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. |  |  |
| For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. |  |  |

**FORM FOR NON-WEB-BASED ICT PRODUCTS**

Tufts asks that Vendors provide a (VPAT). TTS will evaluate the VPAT using the form below:

1. Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Vendor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Person filling out this report: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Product name and version:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please answer the following questions based on your experience with the product.*

|  |  |  |
| --- | --- | --- |
| **Section 1: Perceivable** (Make content and controls perceivable by all users.) | | |
| **Content** | **Yes** | **No** |
| Does the website have text alternatives for any non-text content? |  |  |
| Does the website provide alternatives for time-based media? Including pre-recorded and live video and audio content. |  |  |
| Does the website provide captions for live audio content? |  |  |
| Does the website provide audio descriptions for all prerecorded content? |  |  |
| Can information, structure, and relationships conveyed through presentation be programmatically determined or are available in text. |  |  |
| When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. |  |  |
| Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. |  |  |
| Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. |  |  |
| If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. |  |  |
| The visual presentation of text and images of text has a contrast ratio of at least 4.5:1. |  |  |
| Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. |  |  |
| If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text |  |  |
| **Section 2: Operable** (Make content and controls operable by all users.) | | |
| **Content** | **Yes** | **No** |
| Can all menus, links, buttons, and other controls be operated by **keyboard**, to make them accessible to users who are unable to use a mouse? |  |  |
| Does the web page include a **visible focus indicator** so all users, especially those using a keyboard, can easily track their current position? |  |  |
| Do features that **scroll or update automatically** (e.g., slideshows, carousels) have prominent accessible controls that enable users to pause or advance these features on their own? |  |  |
| Do pages that have **time limits**include mechanisms for adjusting those limits for users who need more time? |  |  |
| Have you avoided using content that **flashes or flickers**? |  |  |
| Does the web page or document have a **title that describes its topic or purpose**? |  |  |
| Are mechanisms in place that allow users to **bypass blocks of content** (e.g., a “skip to main content” link on a web page or bookmarks in a PDF)? |  |  |
| Does the website include **two or more ways of finding content**, such as a navigation menu, search feature, or site map? |  |  |
| Is **link text** meaningful, independent of context? |  |  |
| Headings and labels describe topic or purpose. |  |  |
| Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. |  |  |
| **Section 4: Understandable** (Make content and user interfaces understandable to all users.) | | |
| **Content** | **Yes** | **No** |
| The default human language of each Web page can be programmatically determined. |  |  |
| The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. |  |  |
| When any component receives focus, it does not initiate a change of context. |  |  |
| Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. |  |  |
| Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. |  |  |
| Components that have the same functionality within a set of Web pages are identified consistently. |  |  |
| If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. |  |  |
| Labels or instructions are provided when content requires user input. |  |  |
| If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. |  |  |
| For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, they must be able to be reversible, checked and/or confirmed by the user. |  |  |
| **Section 5: Robust** (Make content robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.) | | |
| **Content** | **Yes** | **No** |
| In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. |  |  |
| For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Section 6: Requirements from Section 508 of the Rehabilitation Act Refresh** | | | |
| **Content** | | **Yes** | **No** |
| Does the product offer real-time text functionality (real-time technology transmits text in near real-time as each character is typed)? | |  |  |
| Are any of the following non-public facing electronic resources part of the product? | |  |  |
|  | |  |  |
|  | An emergency notification? |  |  |
|  | An initial or final decision adjudicating an administrative claim or proceeding? |  |  |
|  | An internal or external program or policy announcement? |  |  |
|  | A notice of benefits, program eligibility, employment opportunity, or personnel action? |  |  |
|  | A formal acknowledgment of receipt? |  |  |
|  | A survey questionnaire? |  |  |
|  | A template or form? |  |  |
|  | Educational or training materials? |  |  |
|  | Intranet content designed as a Web page? |  |  |
| Is the product accessible to people without assistive technology (except for headsets or other audio devices)? | |  |  |
| Does the software operate with assistive technology? | |  |  |
| Is there a transcript available for any audio-only content? | |  |  |
| Is there text or audio description available for video-only content? | |  |  |
| Are the videos captioned? | |  |  |
| Are audio descriptions available for all prerecorded video content? | |  |  |
| Are there captions available for all live video events? | |  |  |

1. **Testing the Product:**

Use the form below as you check the accessibility of a product.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Yes** | **No** |
| **Keyboard Accessibility**: Using a keyboard, tab through the product to verify if it is compatible. | | | |
|  | Tab through the website/ product. Is any information jumped over? |  |  |
|  | Does it take more than 7 tabs to get to the main working area of the product? |  |  |
| **Alt-tags:** Turn on Alt-tags in Web Developer tools, use a screen reader to see if images have tags. | | | |
|  | Are any of the images missing alt-tags? |  |  |
|  | Are the links labeled poorly? (Ex: “click here” vs “Help documentation”) |  |  |
| **Form field labels:** Check with a screen reader to see if labels are identified | | | |
|  | Unable to read what the user just typed in a field. |  |  |
|  | Form field labels do not match what is visually shown. |  |  |
|  | Unable to convey all the radio buttons or options. |  |  |
|  | Heading labels are not accurate for tables. |  |  |
| **Color:** Check the font/ color of the product. | | | |
|  | Information disappears when you turn on greyscale or high contrast. |  |  |
|  | Information is conveyed solely in color, fonts, or images. |  |  |
| **Captions:** Check all audio and video for captions or a transcript. | | | |
|  | There is no way to turn on closed captions. |  |  |
|  | Captions do not run the length of the video. |  |  |
| **CSS:** Turn it off using Web Developer tools. | | | |
|  | Is there any box or frame trying to load the page with the CSS you turned off. |  |  |
|  | Are there any pages that are “loading”, never loads, or do other odd things? |  |  |
|  | Is the html order awful and obnoxious? (Quick way to find AT reading order) |  |  |

1. **Run an independent access report using the** [**WAVE browser tool**](https://wave.webaim.org/) **and include it in your final report.**